

MIGHTY REFLEX OF THE GREAT WAR FELT BY EDUCATORS

Largest Gathering of American Teachers Meets Here at
Call of National Education Association to Discuss
Grave Problems Growing Out of World Crisis



Philander P. Claxton, United States Commissioner of Education.

UNUSUAL importance attaches to the convention of the National Education Association which to-morrow begins its general meetings in Madison Square Garden. The program of the annual meeting of teachers is already in the city and yesterday the sessions of the National Council of Education were held in the ballroom of the Hotel Astor.

The convention will continue until Saturday morning. It is expected that it will bring to this city from thirty to forty thousand visitors interested in the cause of public education. It will be the largest gathering of American teachers ever held, and owing to the many important questions which require attention it will undoubtedly go down in educational history as one of the most notable conventions of the kind ever held on the American continent.

The reflex of the great movements which have placed half the world in arms is recorded in the classroom. The system of education which served so well before August, 1914, is being continually scrutinized. Whether the teacher is a pacifist or a captain of hundreds he must take into account what war does to the course of study.

He may find that in the years to come the kind of education which will count most for the success of the individual is quite different from that which served our fathers. The youths of to-day may before they reach maturity be subjected to such stress and strain that whatever lessons of preparedness they learn now will be of inevitable benefit to them. Even as this convention assembles in the chief city of the Empire State the air is vibrant with the beat of drums and the streets echo with the footfalls of the khaki clad.

As education must meet every emergency, the teachers who are assembling here have considered well the doctrine of preparedness. They will sit at the feet of leaders of the nation to hear about the new order. It is

expected that the President of the United States, long a member of the profession, may address them. William H. Taft, formerly President of the United States, is to speak on educational waste. William C. Bedford, Secretary of Commerce, is to dwell on industrial education. The relation of this republic to those of the Southern Cross will be spoken of by William G. McAdoo, Secretary of the Treasury. The United States Commissioner of Education, Philander P. Claxton, will tell of the progress of public instruction throughout the nation.

Dr. David B. Johnson, the president of the association, a prominent Southern educator, redresses to the full the importance of preparation, as is shown by his public utterances. Dr. John H. Finley, the New York State Commissioner of Education, will speak of the recent legislation in this commonwealth through which every high school boy must equip himself for life by a practically compulsory military drill.

On the program will be such topics as "Education and Militarism," by George W. Alger of this city, and "The Services of Schools of Business at the Close of the Great War," by Prof. James C. Ebert of Columbia University.

The purely pacifist aspects will be represented by such exponents of the white dove as William Jennings Bryan and David Starr Jordan.

Art, science, industry, all will have their place. The interests of womanhood will be represented by Mrs. Ella Flagg Young, Miss Grace Strachan and other leaders.

There will be besides the general sessions, meetings of the special sections in twenty-eight different places—school houses, universities, ball-rooms of hotels. The reception at the Hotel Baltimore, at which the Mayor and other city officials will be present, and the luncheon to be given at the Waldorf-Astoria in honor of Dr. Johnson are among the social features of the convention.

PURPOSE AND MEANING OF THE CONVENTION

By Dr. GUSTAVE STRAUBENMULLER,
Acting City Superintendent of
Schools of New York.

FRAGHT with unusual importance at this crisis in the history of the nation and the world is the meeting of the National Education Association, which will probably be the largest convention ever held in the history of the organization.

Although the association was founded in Brooklyn fifty-three years ago it has never since that time had any sessions in the city of New York. Since its organization it has met in various parts of the United States. This year there will be from 30,000 to 40,000 teachers present, for the convention will attract not only the thousands of teachers in the metropolis but also large delegations from Boston, Philadelphia, Baltimore and other cities of the Atlantic seaboard and many from all other parts of the United States.

A large number will visit New York for the first time. As, however, several meetings were held in years past at the neighboring seaside resort of Asbury Park, this city is no stranger to many of the visiting delegates. An extraordinary effort is being made to acquaint the visiting members with the resources and the opportunities for education which are offered here.

The universities have postponed the opening of their summer schools for a few days in order to help in the entertainment of the visitors; the museums of art and natural history and the botanical gardens are doing their part, and many other institutions are aiding.

The large meetings will be held in Madison Square Garden from July 3 to July 8, where the official headquarters, as well as the general information bureau, is situated. The meetings of the various sections, in which matters of special interest to teachers



Dr. David B. Johnson, president of the association.

of a centralized department such as many governments maintain for the direction of schools. At its meetings teachers from all parts of the United States exchange views and listen to discussions of new methods.

The association brings teachers in touch with new educational movements. It does not aim to systematize instruction, but it is fulfilling a purpose which no other agency is fulfilling. On the whole, many educators believe that the association performs a more valuable function than would a more closely organized department. The requirements of communities differ, and even in the city of New York itself a certain latitude in the selection of studies is given to principals in the different districts. The coming to the country of large numbers of foreign born, some of whom are not even able to read and write the language of their native land, complicates our educational problems.

The teachers who attend this convention have the opportunity of hearing new methods discussed and they may, on their return to their homes, adopt and adapt them, as they see fit. The chief value of this convention is that it takes the participants into a great stream of educational ideas. Above all they see each other and learn to know each other, and this broadens their own views and enrich their knowledge.

There will be speeches from leaders of the profession, for many leading teaching professions, for many leading men will address the general sessions. Former President William H. Taft is to be one of the speakers, and the Governor of the State will deliver the address of welcome.

Another section of the association will spend a day in discussing the effect of the war on American education. Lack of thoroughness is one of the faults of our American educational system, as, indeed, it is a fault of the nation. All educators I think realize this and are doing the best they can to remedy the defect.

In times of stress, when men must give a good account of themselves and be ready for emergencies, it is necessary that they should have definite knowledge to guide them. It may be a knowledge which can be made the basis of an initiative. The thoroughness makes the effective man. We hear much these days of efficiency, which after all comes largely from clear thinking based on precise information. The efficient man must have a grasp on the fundamental things.

Another section of the association will discuss the problem of the rural schools. These days the relation of the Board of Education to the professional executive officers. There is everywhere on the part of members of the teaching profession a demand that the functions of the school board members and the professional executive be differentiated.

It is the business of boards of education to act as boards of directors in determining policies and programmes for the development of school systems. They have the right to demand from



Commissioner of Education John Huston Finley.



Mrs. Ella Flagg Young.

activities in the shops in which the children spend their fathers, older brothers and sisters.

To accomplish this larger purpose of education and to discharge this greater responsibility there has developed in the United States during the past decade or two the organization of the control of public education which has required that communities provide at least a minimum of educational opportunity and that they maintain schools of at least a minimum standard of excellence. This increase in the authority of the State in the control of local educational activity is stated briefly by saying that we too recognize education as a State function rather than a local one.

It is doubtful whether we can hope to come anywhere near the realization of our ideal without increasing the size of the administrative unit to include outside of the city a territory as large as the State. Indeed, in some of our States already great progress has been made in providing better educational facilities by organizing upon the county basis. In States where the county has been the unit for the administration of education better facilities are provided than elsewhere, especially for the children who are crowded into the high schools. A greater variety of courses is provided and the cost to any one county or taxpayer has thus been minimized over the whole area.

In our city schools the problem most considered these days is the relation of the Board of Education to the professional executive officers. There is everywhere on the part of members of the teaching profession a demand that the functions of the school board members and the professional executive be differentiated.

It is the business of boards of education to act as boards of directors in determining policies and programmes for the development of school systems. They have the right to demand from

RELATION OF SCHOOLS TO LIFE OF PEOPLE

By Dr. DAVID B. JOHNSON,
President of the National Education Association.

IN all the great educational progress of the past fifty-four years in this country the National Education Association has had a most notable and honorable part. It has contributed no little to the improvement in public education required to enable it to meet the needs of a growing and changing civilization. It has led the way in some of the most vital educational reforms. It has helped to give the new meaning to real education—that it is a preparation of the individual for the duties of life in his environment.

It is now generally agreed that a school must be related to the life of a people served by that school. The teacher now who cannot relate her school to community activities and interests and make it felt in the homes and lives of the people is no longer considered a good teacher and is not called up higher.

At the annual meetings of recent years the great dominant questions have been rural, agricultural and vocational education and, as a result, remarkable development has taken place in these lines of educational effort all over this country with inestimable advantage to our people. The old vicious way of educating boys and girls in the country to be discontented with country life is being discontinued. Experiments in rural schools are being conducted where a course of study specially adapted to rural needs and conditions is being worked out.

Although the prosperity of every other calling of the country still depends mainly upon the prosperity of the farmer, the needs of the people of the country, his interests have been overlooked in education and in the organization of courses of study, and of school and educational institutions until comparatively recent years. Now the leaders of thought and action are making the improvement of education in the State and that of the welfare of the whole country, urban and rural, is involved in the welfare of the agricultural people, who constitute such a large proportion of the whole population.

Our country, our country, requires that much of our time and thought and labor shall be given to the rural schools. There is no field ripe for the harvest more one where greater returns may be had for the labor put forth. The country boy and girl offer fine material for educational effort. Many of the greatest and strongest men and women of all times have been born and bred in the country. It seems to be the breeding place for great men.

There was a time when it was considered anything but scholarly or right for a student to choose a course of study that might by any manner of

tively reach every pupil of our schools and give him the training best adapted to his needs.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

AN AWAKENING OF ART EDUCATION IN AMERICA

By FRANK ALVAH PARSONS,
President of the New York School of Fine and Applied Art.

RENAISSANCE akin to that in Italy during the fourteenth and fifteenth centuries is upon us. At awakening to the meaning, the importance and the function of art

pictured or sculptured masterpiece to be the beginning, either of the understanding or the creation of art, is a fallacy. The beginning is with man's vital needs and his luxuries naturally follow.

Vocational education as it is concerned with art has seemed to be a matter of general or special technique



Dr. Gustave Straubenmuller, Associate Superintendent of Schools.

has been apparent for several years. The interest aroused in this phase of life's experience has permeated the consciousness of the general public so that the manufacturer, the shopkeeper and the educator are all eager to know more about and to use more intelligently general art ideas.

Previously education in art has had a tendency to resolve itself into two general types of thought. The first type sought to know how to express, in perfect technique, a represented idea of some one's else. The second type sought to know the chronological and personal label and disregarded the quality. The present viewpoint, however, sees all man's natural expression as his art and realizes that the quality of its excellence is his record of art or "good taste."

In every art revival in history the effects are seen first upon the commoner things of life, man's shelter, his food, his clothing, his tools, and so on, and then upon the more refined and noble. It is the duty of education to lead the training of this aesthetic sense as it looks after the training of the memory, the imagination, or any other of man's natural faculties.

Never before in the history of our country has there been such need for careful thought on the part of men and women who are engaged in educational work. The quality of our life has been brought home to us with such phenomenal strength our weakness in this regard as the European war. We have realized what we are not as we never have before. We have seen that commercially, artistically, socially and ethically we are not able to measure up to the standard which we have set for ourselves and which we have been able to see represented in some countries now at war.

We have shipped copper and iron to France and received bronzes and other metal objects in return. The iron or raw copper and French bronzes are scarcely comparable. The silk and other textiles dyed in France cannot always be reproduced here. If one is to compare the average art quality of men's clothes in England or women's clothes in France with American made garments the comparison needs to comment either from the standpoint of appearance or from the standpoint of artistic quality.

To multiply illustrations is useless. The art quality is a commercial asset and it is an aesthetic satisfaction. It can only be perceived as it is a part of one's consciousness, and it can only be made to appear in one's works as it is a part of one's consciousness also.

The department of vocational education and the practical arts of the National Education Association, has to do with man's environment from the standpoint of his needs, not here and what may reasonably be expected to appear in the immediate future. It must consider the ideas which are represented by these needs, the materials in which these ideas will be expressed and the technique necessary to this expression.

Man's needs are physical, aesthetic and spiritual. A system of education which does not recognize these three needs is inadequate. He has hitherto overemphasized technique, particularly in the field of manual expression. Granting the importance of this, there is, as I have said, a whole new awakening to that finer quality in things known as art and a growing tendency to see a relation between good taste and man's spiritual tendency.

The first purpose of this department at this convention is to emphasize first the meaning of the quality art in every phase of manifestation, second, to show its importance in every commercial and social expression, represented in the trades, third, to throw the light of pedagogy and experience in teaching on the possibilities of artistic cultivation, and fourth, to make art seem to be a matter of life and a common inheritance, not only desirable but essential to national development.

Art is but the perfect harmony existing between an idea and its expression. This, in the visual arts, means that perfect function, united with a perfectly harmonious combination of color, line, form and texture, is art.

means have a direct bread and butter value. That is rapidly changing. The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skillful, socially minded citizens of tomorrow.

The great movement in education today is toward the adaptation of our schools to the need of the varying capacities and vocational outlook of children as opposed to the obsolete method involved in a uniformity of curriculum and methods of instruction. The delegates who are now in this city by the thousands represent a profession responsible in large measure for the development of the intelligent, skill